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ABSTRACT

A study explored the grassroots membership advocacy on national policy and federal legislative issues of national education associations located in Washington, D.C. Persons were interviewed at six associations: National University Continuing Education Association, American Psychological Association, American Council on Education, American Association for Adult and Continuing Education, National School Boards Association, and American Vocational Association. All association headquarters have a presence that provides for the promotion of their purposes with regard to national policy and federal legislative issues. Associations use coalitions to build support for positions they promote and encourage grassroots advocacy for federal legislative issues in numerous ways. National meetings, publications, and personal contacts are used to educate the membership. Personal contacts in Congress and with other associations and agencies remain the best sources of information. This report contains four sections, of which the first and longest is the report of the study itself. The section begins with a review and analysis of the association's advocacy efforts, and this is followed by summaries of the information gathered in interviews with each association. Names and addresses of contacts and associations and interview questions are appended to this section. The three other sections of this report include a grassroots advocacy plan for the American Association for Adult and Continuing Education (AAACE), a content outline for AAACE's governmental relations publication, and a content outline for a governmental relations presentation at the 1991 annual AAACE conference. (YLB)

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LEGISLATIVE ADVOCACY:

A COMPARATIVE ANALYSIS

AND

PLAN FOR THE FUTURE FOR THE

AMERICAN ASSOCIATION FOR ADULT AND CONTINUING EDUCATION

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August 1991

(Preliminary Draft)

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SECTION ONE:

National Education Associations' Grass-Roots Advocacy

For National Policy and Federal Legislative Issues

National Education Associations' Grass-Roots Advocacy For National Policy and Federal Legislation Issues

Martha A. Miller

Fall, 1991 Adult and Continuing Education Course #795

Kansas State University

Running head: GRASS-ROOTS ADVOCACY

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Foreword

The purpose of this study was to explore national education association located in Washington, D.C. to learn of their efforts with grass-root membership advocacy on national policy and federal legislative issues. This sstudy was ultimately designed to both futher the knowledge of the leadership of AAACE regarding legislative advocacy activities of other national education associations and to be used as a basis for completing the following objectives for AAACE:

- outlining the elements of a grass-roots legislative advocacy plan for;
- identifying the components of an AAACE National Policy and Federal Legislation Advocacy publication; and
- providing the key elements of a legislative advocacy presentation for the 1991 AAACE Annual Conference.

M.A.M, C.R.O., W.F.S.

August, 1991 Manhattan, Kansas

Abstract

National education associations' headquarters located in the Washington D.C. area have a presence that provides for the promotion of the purposes of the associations with regard to national policy and federal legislative issues. Associations use coalitions to build support for positions they are promoting. They encourage grass-roots advocacy for federal legislative issues in numerous ways. National meetings, publications, and personal contacts are used to educate the grass-roots membership. Personal contacts on Capitol Hill and with other associations and agencies remain the best sources of information in Washington D.C.

M.A.M.

Review and Analysis

The common thread of interest that bonds all national education associations is advocacy for national policy and federal legislation issues. The fact that hundreds of national associations have their headquarters in the Washington D.C. area, despite its high costs, illustrates the significance of federal advocacy to their general membership.

Associations usually have at least one staff person responsible for covering federal legislative issues. Depending on the size of the staff, there may be whole departments devoted to governmental relations. The nature of grass-roots advocacy is affected by staff size and other factors.

Organization and governance structure determines the extent of advocacy for grass-roots membership. For some associations the effort is one-way information going out to the membership with no grass-roots advocacy beyond the local level. In others there are meetings, publications, and continuing dialogue to educate and encourage participation at the federal

level.

All education associations including umbrella groups, whose membership is made up of other education associations, hold annual meetings, conferences or conventions.

During annual meetings time is devoted to national policy and federal legislative issues. For some the segment is part of special interest clinics. Others have general session presentations for the entire body of delegates. At least one association holds a seminar during its national convention for the sole purpose of stimulating grass-roots federal legislative advocacy.

Special legislative seminars held in Washington D.C. are another way to encourage grass-roots advocacy. The conferences are usually three days in length. In-depth study sessions are held on national policy and federal legislative issues. Persons with expert knowledge on national policy issues are invited to make presentations. Congressmen/women are invited to debate pending legislation. Participants are instructed on their role of advocacy and how to effectively put forth their interests. The final day of the seminar is

devoted to grass-roots visits to Capitol Hill.

Coordination for these seminars is complex. It is important that Congress be in session and working on educational issues for there to be any real impact. Background information must be prepared and studied by participants well ahead of the seminar. Participants need to bring local supporting material to the seminar. Presenters who are experts on subject matter must be scheduled. Hotel accommodations and transportation to Capitol Hill must be secured. Appointments with Senators and Representatives are crucial if the grass-roots effort is to mean anything to the participants. Only those associations with sufficient staff can dare to undertake such a seminar. Yet, the seminar can be effective in its purpose and for the association. Conventions and successful seminars of this kind are money makers and give national exposure to associations.

National associations benefit from governmental relation seminars held by member state and regional associations. If the grass-roots membership feels legislative advocacy is important to them locally, they

will attend seminars and be more effective in their own efforts. Association staff assists with the state and regional meetings and act as a resource for information on federal issues.

Journals, newspapers, advocacy publications, action alert pieces, FAX, telephone calls, computer electronics and letters are used to educate and communicate with grass-roots membership. In addition, there are legislative publications based on national policy and federal legislative issues that are used by associations to tell the advocacy story. The size of the staff and the priority in the budget determines how much is done in the communications area.

Associations believe it is absolutely necessary to have offices in Washington D.C. They feel that personal contacts with other associations, federal agencies and those on Capitol Hill are essential to their work. Much of their time is spent on the telephone exchanging information and offering help in the drafting of legislation. They have umbrella associations and coalitions with whom they meet regularly to track Hill activities. Small staffs must

accept the limitations of what they can accomplish.

Education Daily/Week and the Committee on Education Funding are essential and primary sources of information for every education association. The Congressional Monitor, and Roll Call are also followed. Depending on an association's special interest, a variety of other publications are covered to keep abreast of the national policy and legislative issues that could affect them.

Generally, associations do not subscribe to private information services. They feel that they know what their issues are and how to track them. They feel that private information services are expensive and too broad in scope to be of value.

The effectiveness of grass-roots advocacy efforts is always a concern of national associations. It is important that their message be given in the most positive and effective manner. There is general consensus that grass-roots effort is important locally and to the purposes of the national association.

National exposure is positive for the association. Testimony given by a constituent of a committee member

is an effective presence. If the testimony ties the issue to the home district and talks about the local impact it has a greater impact on the Congressional Committee. Testimony that suggests positive ways to improve the legislation is helpful.

The broader interests of the national association, revenue, membership, programs, etc. must be secondary to the legislative issues when communicating with people on Capitol Hill. It has been suggested by one U.S. Representative that constituents can visit their Congressional delegations at less cost and without as much interruption back in the home district. While this is a factual statement it does not consider the education processes necessary to get an individual to the point of making an intelligent Congressional contact. Seeing delegations of constituents in Washington D.C. does demonstrate the interest in federal issues in a meaningful way. It is important for Congress to know what issues are of importance to education in general and that national associations convey that message.

Congressmen/women want to know what issues are

critical to their constituents. They know that every educational issue is not critical in their home district and they resist broad association position papers that make everything critical everywhere.

Grass-roots advocacy remains the most effective means for working with the U.S. Congress on federal legislative issues. The methods used to make contact changes as sophistication increases. The personal face-to-face encounter that explains the effects of the legislation back home and suggests remedies remains the most effective form of advocacy.

National University Continuing Education Association

Person interviewed: J. Noah Brown, Director of Government Relations and Public Affairs.

The National University Continuing Education Association (NUCEA), founded in 1915, has a membership of some 400 accredited degree granting colleges and universities. There are also 2000 professional members. Each institution designates one person to be the official voting delegate. Any other person from a member institution may become a member. Several state organizations have joined as individual institutions, but that is rare. Also, there are non-profit organizations that are affiliate members.

NUCEA believes that what happens on Capitol Hill is important to university continuing education. NUCEA maintains its offices in Washington D.C. in order to be near the center of legislative activity. There are nine staff members with one person designated to deal with governmental relations.

The governance structure provides for a Board of

Directors elected from the membership. Officers include the President, Past-President, President-elect, Secretary, Treasurer, and NUCEA Executive Director.

The Board of Directors has 24 members. Within the structure of NUCEA there are seven geographic regions and four Thematic Councils. Each region has one Director. Each Thematic Council has two Directors. The remainder of the Board is made up of Officers and four at-large positions.

The four Thematic Councils represent major areas of interest and are made up of several Divisions. A member, voting or professional, is entitled to belong to two Divisions. He/she may join more Divisions by paying extra fees. Division size ranges from 22-400 members. Divisions falling below 22 members are subject to review and elimination. Divisions can be added when there is sufficient interest. They begin as a Caucus and then grow to a Division which receives a budget from the Board of Directors. Division budgets are used primarily for national conference expenses.

The Board of Directors has standing committees whose chairperson is appointed by the President. One of

these committees is Governmental Relations. This committee as well as the Finance Committee have a chairperson who is a member of the Board of Directors. This is by design to give priority to this committee and its work.

The Governmental Relations Committee has a NUCEA staff member assigned to assist with coordination on Capitol Hill. The Committee is a sounding board for the staff person. The Committee ultimately assists the Board of Directors in formulating the national public policy objectives to further the aims of the association. The aim of NUCEA is to promote the advancement of continuing higher education opportunities across the USA and increasingly abroad.

The Governmental Relations Committee is made up of two persons from each Geographic region. It is not uncommon for the Committee to hold tele-conferences to draft testimony, and discuss strategy. Once they complete their work on an issue the staff person briefs the President or other spokesperson who will visit Capitol Hill. It is the belief of NUCEA that member testimony is superior to association staff testimony.

The member testifies from his/her own perspective on the issue with the association's views being secondary.

The Committee is responsible for funneling legislative information to the membership in its region. When Congress holds field hearings across the country, Governmental Relations Committee members are asked to testify.

NUCEA holds an annual conference. Governmental Relations has no regular program during the convention, although there are legislative aspects to many of the topics covered in the Division workshops. The Governmental Relations Committee and staff person act as a resource for the workshops.

From time to time there will be a special Governmental Relations meeting in Washington D.C. although continuing education people are not known to interact with one another very much. NUCEA philosophy allows for the ebb and flow of enthusiasm to hold meetings. Funding at state institutions also limits activity.

NUCEA has numerous publications. The Government

Relations staff person writes Issues Alert which is sent to institution members asking for specific information that can be used to assist in the drafting of legislation. Sometimes the Issues Alert is used to call for action in response to activity on Capitol Hill. Letters, FAX, phone calls and visits may be requested. There is a newsletter that is published ten times a year with a column devoted to giving legislative background information on issues.

Information concerning national issues and federal legislation is gleaned first from personal contacts on Capitol Hill and from other associations. Roll Call, Education Week, and The Congressional Quarterly are regularly read to stay current on hearings, committee action, and up-coming events on the Congressional calendar. Education Daily is not purchased because it is twice as expensive as the weekly version. Much time is spent on the telephone. It is important that most calls are local.

NUCEA will work with any association or group who share concerns and have similar interests. Because

everyone working with adults is working in a form of continuing education, it is not difficult to find common interests with other groups,

American Psychological Association

Persons interviewed: Amy L. Kardell, Legislative and Federal Affairs Officer and Mary Beth Walker, Officer of the Practice Legislative Network.

The American Psychological Association (APA) is an organization of 10800 individual members. Membership is divided among the following categories, students, affiliates, associate and international. State associations are divided into eight geographic regions of APA.

There are two areas of work in APA, one is governance activities and the other is advocacy for legislative and federal affairs. APA is divided into four Directorates, Education, Practice, Science, and Public Interest. In addition, there are 47 Divisions of special interest to which the members belong. The Directorates are responsible for these divisions. Members may belong to several Divisions and pay fees accordingly, in addition to their annual dues to APA.

The Governance structure for APA includes the

President, Past President, President-Elect, Recording Secretary, Treasurer, and the Chief Executive Officer. There are twelve members on the Board of Directors. In addition, they have a six member Board of Convention Affairs and several ad hoc committees. There are numerous committees from the various Divisions that give guidance and direction to APA through their activities.

APA has been holding annual meetings since the late 1800s. As many as 17000 members can be expected to attend their convention. Their convention is open to anyone interested in psychology whether or not they hold membership in APA. There are 80 concurrent sessions held every hour along with general session speakers and special events. There are also pre-conventions of special interest held by the Directorates.

Each Directorate is given a certain amount of time and space during the convention. They use a portion of this time for legislative interaction activities. They may also have luncheons and special events to build interest in national issues and federal legislation.

U.S. Congressmen and Women are invited to these events.

Attendees from academic, applied and "other," dominate the conventions. Learning about current research is a top priority for attendees (Fowler, 1991).

APA has as a priority federal legislative advocacy with extensive grass-roots coordination. Budget, staff and time are allocated toward this effort. Each Directorate has its own program of activities.

The Science Directorate, for instance, finds research to respond to federal agencies and the U.S.Congress concerning scientific psychological issues. They have a budget for grass-roots advocacy called the Scientific Psychological Action Network. They write for the Funding Bulletin and the Division 28 Dialogue.

The Science Directorate picks up educational issues for the Public Interest Directorate which has not advocacy staff or budget at this time. The Public Interest Directorate deals with areas such as demographics, continuing education, salary issues for APA members, and conferences.

Some 1400 persons are on an electronic network served by the Science Directorate. Information is put on-line, feed-back is requested, and action-alerts are provided through this medium. BITNET is an example of an on-line computer service utilized. The Science Directorate serves 12 of the 47 Divisions of APA. The remainder are served by the other Directorates.

From time to time people from particular science disciplines are brought to Washington D.C. to talk to people in federal agencies about their area of interest. About 50 percent of the Science Directorate's time is spent working with the federal agencies, since that is where the call for funding originates. The Science Directorate will spend just as much time training grass-roots advocates to make visits to federal agencies as they do to train people to make visits on Capitol Hill. One effective method used by persons in science is to extend an invitation to visit their work-place back home. Congressmen/Women like interesting photo opportunities, and science labs offer this kind of setting.

There are publications used by all Directorates,

but the three month lead time required for publication causes Directorates to use print mainly for public relations efforts. Research opportunity announcements and activities in the field of psychology are offered through publications.

Clinicians, representing about 44,000 members of APA are served by the Practice Directorate. How national issues and federal legislation affects their work is monitored. This Directorate has possibly the largest grass-roots network. Just as research activities are of primary interest to the Science Directorate, guild issues are the main areas of interest to the Practice Directorate.

The Practices Directorate Staff works to assist U.S. Congressional Committees in the drafting of legislation. They are asked by the committees to provide testimony as well. Network members who testify, are brought to Washington D.C. to be briefed on the act of giving testimony, who is on the committee, and the pit-falls to avoid. The person gives testimony from a personal point of view telling how the legislation or issue affects them as a voter, as well as how it

affects the broader APA membership.

In addition, the Practice Directorate works with APA Coordinators representing each state association. There is a leadership conference in Washington D.C. where Coordinators are trained to work in their own states to build grass-roots membership. They learn about current national issues and federal legislation. They are trained how to interact with Congressional Committees and how to visit effectively with U.S. Congressmen and Women. Interest has grown in legislative advocacy to the point that central office personnel no longer go out to states to sell the program. Many states honor their past-president by asking them to serve as the state coordinator for legislative advocacy.

When State Coordinators return to their home states they are asked to maintain contact with their congressional delegation. They also assume responsibility for the national issues and federal legislative activities during their state conventions. They maintain contact with the central office with FAX machines provided by the Practice Directorate.

The Practice Directorate provides a 25 minute training tape for grass-roots legislative advocacy to the state coordinators. The tape is motivational, tells why one should be an advocate, talks about how easy it is to just write two or three letters a year or make a couple of phone calls, and in general spells out the advocacy agenda. Coordinators use the tape during the state legislative clinic and then spend the rest of the time talking about current issues facing APA membership. The efforts at state conventions builds a solid foundation for efforts at the national level for APA.

The Practice Directorate prepares packets of legislative information, including information about an issue, a sample of a personalized letter with text in 10 different versions, time lines for mailing or calling, and a list of U.S. Congressmen and Women to contact. This information goes to about 50,000 members.

APA works to achieve a higher level of grass-roots lobbying effort through education efforts with its members. Members are urged to talk to patients and associates about how legislation will affect them.

Letters to the editor are encouraged with resource material provided. Building grass-roots coalitions for mutual areas of interest is suggested. Radio and TV spots are provided to raise general awareness of issues.

APA Directorates use various means to gather information concerning national issues and federal legislation. There are publications like the daily Congressional Record, The Congressional Monitor, and private wire services. Perhaps the best source of information is from personal contacts in other associations and with staff people on the "Hill." There are numerous professional journals and papers that are followed to learn what is happening within and without APA sphere of interest. On Capitol Hill one issue always affects another and all activity must be watched as a matter of course.

American Council on Education

Person interviewed: Dr. Charles Saunders, Senior Vice-President.

The American Council of Education (ACE) is an umbrella organization representative of all sectors of higher education, and is recognized as such by those on Capitol Hill. ACE works hard to maintain this image. Membership is made up of 1600 higher education institutions and associations who represent them. ACE feels that its clients are the presidents of the various institutions.

ACE has a Board of Directors made up of 45 college/university presidents and association representatives. There is an executive committee that includes: Chair, Vice Chair, Past Chair, Secretary, two at-large representatives and the President of ACE.

Within ACE there is a Division of Governmental Relations headed by the Senior Vice-President. The Division has five ACE staff members. Two persons devote their time to research; one does analysis of legislative issues, and two work almost exclusively on

Capitol Hill. The Senior Vice-President has the task of coordination among the various associations and institutions representing the membership.

The Senior Vice-President holds regular meetings with the chief executive officers (CEO) of the various associations and institutions to discuss issues and to gain a better understanding of concerns and desires across the groups.

ACE holds weekly debriefing meetings with association representatives who cover Capitol Hill. This provides an opportunity to exchange information about what people are saying, where legislative hang-ups seem to be, where there is movement, etc. No one association can cover the totality of the Capitol Hill activity effectively. A cooperative effort and sharing by associations with similar interests is beneficial to all groups.

An ACE Annual Meeting is held on alternate years in Washington D.C. and other cities. Participants are a mixture of presidents, deans, and association people.

A segment of the annual meeting is devoted to legislative activity and a federal relations up-date.

There is also a workshop for new federal relations officers. Sessions are held concerning particular subjects like the Higher Education Act that is coming up for re-authorization next year.

Educating the grass-roots membership is done in several ways. Higher Education & National Affairs is published twice a month and is mailed to about 40,000 people. It is also distributed on Capitol Hill. Another publication, called the Higher Education Issues in the 102nd Congress, is a joint effort with other associations and institutions to spell out the major issues in higher education for everyone on Capitol Hill. Presidents and Federal Relations Officers receive occasional "alerts" asking them to contact Congressmen/women about a pending piece of legislation. The Journal of ACE is not used by the Division of Governmental Relations. It is felt that the lead time required for articles defeats the purpose for which articles from this group would be written.

ACE, being a national umbrella organization, does not have state network groups. Instead, ACE works within the associations that are a part of ACE that

have state networks. The staff makes an effort to get to state meetings feeling that they are more effective when they make contact and know the presidents and institutions they serve. ACE follows state legislative activities to some extent, but feels that a national agency cannot tell a state group what its issues are or ought to be.

Congressional offices call ACE or members of its umbrella associations to provide testimony. However, if a committee has an issue of interest, ACE will call and ask to give testimony. ACE acts as a clearing house to Congressional offices. It may recommend, for instance, that there are several points of view that need to be heard on a given issue, and that these are the associations that should be contacted for testimony.

ACE likes to have presidents of institutions give testimony because they have prestige in their own community and the Congressmen/women know this. Those giving testimony pay their own way to Washington D.C. because the issue affects their institution. The importance of their testimony is to show Congress that

they have a personal interest in the issue and have ideas about what Congress ought to be doing about it. ACE staff does prepare the testimony and conducts a briefing session. The testimony prepared by ACE is circulated among members of the umbrella group seeking support to make sure it represents the correct point of view.

ACE staff can and does give testimony from time to time. They are more likely to assist with coordination among associations and the drafting of the legislation. The more important the legislative issue, the more time ACE Governmental Relations staff spends away from Capitol Hill on the telephone urging presidents and federal relations officers to take action.

From time to time the Governmental Relations Division has planned meetings where presidents and federal relations officers come to Washington D.C. to study issues and make visits to Capitol Hill. Effectiveness is measured by whether anything of legislative importance is going on the Hill. There is very little gained by addressing an issue that is a year away from consideration. ACE feels that presidents

ought to know their Congressional delegation before they come to Washington D.C. Again, ACE gives assistance to other umbrella associations when they hold federal relations meetings in Washington D.C.

American Association of Adult and Continuing Education

Person interviewed: Carolyn Bericowitz, Interim Executive Director and Patty Keeton, former Legislative Unit Chairperson.

The American Association of Adult and Continuing Education (AAACE) has a membership of 3000 professional individuals who pay their own dues to belong. Individually paid dues, while not totally unique, do have certain ramifications for those who conduct the business of the national association. Every aspect of this professional association is controlled by available dollars and volunteer effort.

AAACE has a professional staff of six people who assume many roles. Governance for the association comes from an elected Board of Directors and Executive Committee. The President, Past-President, President-elect, Secretary, Treasurer, and Executive Director make up the Executive Committee.

There are seven Program Divisions of AAACE whose Directors sit on the Board of Directors. There are two at-large positions, the Vice-President for Affiliate

Relations and the Executive Committee complete the 15 member Board. The Vice-President for Affiliate Relations represents the Regional Vice-Presidents on the Board of Directors.

Each Program Division of AAACE is made up of several Special Interest Units to which members may belong. There are fees for each Unit.

The President appoints several administrative standing service units. There is a standing Legislative Service Unit. The Chairman/woman reports directly to the President. The Legislative Service Unit has never had adequate funding to support its efforts. This Unit and the professional staff respond to AAACE's mission of advocacy for policy initiatives.

There are approximately 1800 participants who attend AAACEs' Annual Conference. There are over 225 workshops, speakers and special events to interest those in attendance. The Legislative Service Unit (LSU) has had time during the Annual Conference for making a legislative presentation.

AAACE uses the standard federal publications to gain legislative information. AAACE subscribes to

Education Daily for the staff and for the LSU Chair. The Congressional Monitor, Congressional Quarterly, and Roll Call etc. are also read. Personal contacts with people on Capitol Hill, and other associations remain the best source of information.

AAACE uses Applelink to transfer information concerning literacy issues. There are several publications written by AAACE. These include Adult Learning, Online, AEQ that LSU uses to communicate legislative information to the membership. The LSU Chairman has written legislative issue position papers for AAACE.

In the past there was a paper called Capitol Letter that was sent to the various Units that discussed federal and national issues of particular interest. It was discontinued when the new President of AAACE changed the focus of the legislative efforts toward more state and province issues.

There are cooperative efforts between AAACE and regional and state associations with regard to federal legislation. AAACE acts as a resource for these meetings.

AAACE suffers from a lack of adequate financial participation by the affiliate members represented by the state and regional associations. Some 20,000 people are represented legislatively by AAACE and yet that does not translate into dollars for the association.

In the past AAACE held a Legislative and Leadership Seminar in Washington D.C. This meeting was discontinued when interest declined. Here again, one sees the financial draw-backs of individual memberships. Members pay dues to belong, dues to participate in Units, fees to attend state, regional and national meetings, and pay fees for seminars. In addition there are costs for travel, hotel and food. It is no wonder that associations like AAACE have financial stress.

AAACE has not used its membership in an advocacy role in Washington D.C. AAACE has used the LSU primarily to provide legislative information to the membership. Except for a brief period the communication has been one-way. AAACE takes its focus and direction from its President and as the President changes so does the direction and focus.

National School Boards Association

Person interviewed: Lynne Glassman, Director of Network Operations.

The National School Boards Association (NSBA) is committed to providing leadership on national and federal issues affecting the governance of public education. The highest priority is its Advocacy/Action Agenda. NSBA represents 97,000 school board members through state associations, the District of Columbia, Hawaii, and the Virgin Islands Board of Education.

NSBA is governed by a Board of Directors elected from five geographic regions, the NSBA Officers and the Executive Director. The Officers include the President, Past-President, President-elect, and Secretary-Treasurer. Two members of the Board of Directors and the Officers constitute the Executive Committee.

State Association Officers make up the membership of NSBA's Delegate Assembly. The Delegate Assembly votes on the resolutions, beliefs & policies, and the

constitution and bylaws each year at the National Convention. This action provides direction to the Board of Directors and NSBA staff in planning the programs and budget for NSBA.

Member districts may belong to one of three National Forums. The Council of Urban Boards of Education, Rural & Small District Forum, and the Large District Forum provide opportunities for school board members to discuss issues with members from districts of similar size and situation.

NSBA has a Direct Affiliate Program to which member districts may belong and receive special publications and direct services not offered to the general membership. There is an additional fee for this program.

The commitment of NSBA to providing leadership on national and federal issues affecting public education causes the Advocacy/Action Agenda to have the highest priority in the association. The Agenda is NSBA's blueprint for proactive involvement in educational policy issues. It describes the issues, summarizes NSBA's position and outlines activities to advance

that position. It further identifies recommendations for further advocacy activities (NSBA, 1991).

There are ten professional and six support staff members assigned to the area of national and federal relations. One professional staff person works exclusively on Capitol Hill. Another person is responsible for network relations, still another is responsible for the coordination with the national forum groups etc. All the professional staff work separately and together on the Advocacy/Action Agenda. They have many avenues of communication regarding national issues and federal legislation.

NSBA's Director of Federal Programs working with personal contacts provides NSBA with up to the minute Capitol Hill news. The President of the Committee on Education Funding is NSBA's Director of Federal Programs. This affiliation provides more information about what other associations are thinking. Education Week is read as are other publications from the Hill. Staff members read the New York Times and the Wall Street Journal to keep abreast of other happenings that might affect education. Phi Delta Kappan and the

journal from the Association of Supervision and Curriculum Development are read for other perspectives.

NSBA sponsors a Federal Relations Network (FRN) meeting in Washington D.C. each year. There are some 900 participants at this meeting. Participants are appointed to the FRN by their state school boards association.

There are two days of briefings for FRN members on the legislation and issues that are pending in Congress. Time is spent instructing participants on how to make visits to Capitol Hill. FRN members spend the final day visiting their Congressional Delegation on Capitol Hill. They take position papers to the Congressmen/women and seek responses to questions. These contact sheets are turned back to the NSBA staff to use in their work. The meeting concludes with a Congressional Reception.

FRN Delegates, (15 from each state) receive notebooks of federal legislative information that they share with other participants from their state. Each participant receives two to three mailings per month provide in-depth analyses of the status of legislation

pending before Congress.

Two other publications are written for FRN members as well. School Board Business Briefs is published quarterly, and defines and analyzes federal developments that relate to the governance and management of public schools. Call to Action is written when grass-roots response is needed to influence decisions on Capitol Hill. This publication gives background on the issues, states NSBA's interest and suggests action for the FRN member. Action may take the form of phone calls, letters, FAX, and personal visits. NSBA requests copies of contacts and likes to know any response from the person contacted so that they can target their own efforts.

FRN has its own publication, Membership in the NSBA Federal Relations Network, that covers the activities of FRN and what federal relations is all about.

During NSBA's annual National Convention there is a one day FRN seminar. Its purpose is to build support for FRN and provide up-to-date information concerning legislative activities on Capitol Hill. It has proven to be a popular seminar; so much so, that school board

members pass up opportunities to attend other clinics and general session speakers to spend the day studying legislative issues.

NSBA has two monthly journals, The Executive Educator and The American School Board Journal, plus a bi-monthly newspaper, School Board News, all of which are used to inform the membership of national policy and federal legislation issues.

NSBA works constantly to build new networks among its membership for the advocacy/action agenda. Action groups have been developed within the Direct Affiliates, the three Forum groups, the Council of School Attorneys, the Conference of School Boards Association Communicators and the Federation Member Executive Directors. The latest innovation has been asking each Direct Affiliate school district to appoint one member of its board to be the Federal Relations Representative for the district. These networks are called upon for action when the pending legislation is of special interest to them.

State conventions and NSBA Regional meetings provide yet another opportunity to talk about national

policy and federal legislation. NSBA acts as a resource and gives staff assistance when asked.

NSBA holds a State Presidents' Meeting, A Challenge Seminar, a Leadership Seminar, and an Executive Directors' Summer Institute where the Advocacy/Action Agenda is addressed.

NSBA has a through and comprehensive process for working with its grass-roots membership. They look constantly for ways to improve their grass-roots advocacy for national policy and legislative issues.

American Vocational Association

Person interviewed: Bret Lovejoy, Assistant Executive Director for Governmental Relations

The American Vocational Association (AVA), composed of 40,000 members, is made up primarily of secondary vocational professional and administrators, and a small percentage of post-secondary members. Members belong to state associations as well. AVA collects dues for the state associations and returns that money to the states use.

An elected Board of Directors governs the AVA. The Executive Committee is made up of the President, Past President, President-elect, one Regional Vice President and one Division Vice-President. There are five geographic regions and 13 Divisions of special interest to which members belong. The Vice-President for each Region and the Division Vice-President serve on the Board of Directors with the Executive Committee and the Executive Director.

The Governmental Relations staff person directs all the legislative and national policy issues for AVA.

The year's program of work is created by the staff and reflects the resolutions and policies recommended by the Board of Directors and adopted by the Delegate Assembly at the AVA Annual Convention.

The annual convention provides an opportunity for legislative workshops and presentations on policy issues during Division sessions.

A National Policy Seminar is held annually in Washington D.C. This seminar has about 450 participants. The focus of this meeting is national policy issues and legislation. There is an emphasis on ways to get the vocational education message to the U.S. Congress. One session is called "How the Hill Works and How to Work the Hill." Members have instruction concerning how to talk to Congressmen/women, what to say, what not to say, etc. Members of Congress are invited to speak about legislation. Other invited speakers address national issues that affect AVA. There is a Congressional reception where participants can chat informally with Congressmen/women and/or their staff. The final day of the seminar is devoted to Hill visits by the

participants. They visit Congressional Delegations and deliver position papers. It is hoped that the participants will personalize their conversation with the Congressman/woman to point out how the legislation on the position paper affects them and what they think the Congressman/woman can do about it.

State and Regional meetings address some of the national issues. It is the state's responsibility to educate and communicate concerns to the grass-roots membership. AVA acts as a resource for this effort.

AVA uses the Congressional Record, Education Daily, Congressional Quarterly, etc, but prefers personal contacts to get legislative information. In addition, the Governmental Relations staff person attends weekly meetings of the Committee for Education Funding. This Committee is an umbrella organization whose membership includes 100 educational associations in Washington D.C. The focus of this group is to maintain a presence on the Hill to seek increased federal funding of educational programs. It is recognized by the U.S. Congress as the group to talk to about funding.

AVA has a monthly journal, Vocational Education, and a weekly paper, Vocational Education Weekly, that are used to transfer national policy and legislative information to the membership. The Governmental Relations staff person also uses an electronic service for action alerts for pending legislation on Capitol Hill. This allows a quick turn-around of information and the cost is less than using the mail service. Members are asked to send copies of correspondence to AVA so that AVA can track its own effectiveness at getting the word out and responses back.

AVA like other education associations has as a high priority national policy and federal funding. They feel that there is increased importance due to the growing numbers of people needing vocational skills and retraining.

Appendix A:

Study Participants

APPENDIX A

NATIONAL EDUCATION ASSOCIATIONS INTERVIEWED

Mr. J. Noah Brown, Director of Government Relations
and Public Affairs
National University Continuing Education Association
One Dupont Circle, Suite 615
Washington, D.C. 20036
Ph# (202) 659-3130

Ms Amy Kardell, Legislative and Federal Affairs
American Psychological Association
1200 Seventeenth N.W.
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ph# (202) 955-7653 and
Mary Beth Walker, Officer of the Practice Legislative
Network

Dr. Charles Saunders, Senior Vice President
American Council on Education
One Dupont Circle, N.W., Suite 800
Washington D.C. 20036
Ph# (202) 833-4760

Ms. Carolyn Bercowitz, Interim Executive Director
American Association of Adult and Continuing Education
1112 16th Street N.W., Suite #420
Washington, D.C. 20036
ph# (202) 463-6333 and,
Ms Patty Keeton
4117 Shallow Brook Land
Olney, MD. 20832
ph# (301) 964-4919

Ms Lynne Glassman, Director of Network Operations
National School Boards Association
1680 Duke Street
Alexandria, VA 22314
ph# (703) 838-6722

Mr. Bret Lovejoy, Assistant Executive Director of
Governmental Relations
American Vocational Association

1410 King Street
Alexandria, VA 22314
ph# (703) 683-3111

Appendix B:

Schedule of Interview Questions

APPENDIX B

Federal Education Legislation Activities of National Associations With Their General Membership

- Do you have persons within your association who are responsible for federal legislative efforts?
- Do you hold federal legislative conferences?
- Do you have presentations or conferences within your national conventions concerning federal legislation?
- Do you have periodic legislative information going out to your membership?
- Do you have special federal legislation publications for your membership?
- How do you involve your membership in the legislative process?
- Does your association work in cooperation with other associations to gather and disseminate legislative information?
- How does your association follow legislative activity on capital hill?
- Does your association subscribe to any federal legislative information services?
- Does your national association coordinated activities with state associations concerning federal legislation?

- Is your national association aware of cooperative efforts among state associations regarding legislative matters?

- Have I missed an important aspect of the federal legislative process concerning you membership?

Appendix C:

Comparative Analysis of Responses

Appendix C

Graph showing associations' responses to previously submitted questions during the interview.

x=yes, s=sometimes

	NUCEA	APA	ACE	AAACE	NSBA	AVA
Association staff for Governmental Relations	x	x	x	x	x	x
Holds annual national legislative conference	s	s	s		x	
Has a national convention	x	x	x	x	x	x
Makes presentation during national convention	s	s	s	s	x	
Hold a legislative seminar during national convention					x	
Has legislative publications	x	x	x		x	
Distributes periodic legislation information	x	x	x	x	x	x
Involves membership in legislative process	x	x	x	x	x	x
Cooperates with other associations	x	x	x	x	x	x
Subscribes to federal information services		x		x		
Subscribes to federal publications	x	x	x	x	x	x
Has regional and state associations	x	x		x	x	x

Apendix C continued

	NUCEA	APA	ACE	AAACE	NSBA	AVA
Coordinates activities with states and regions	x	x			x	
Participates in state and reginal meetings	s	s	s	s	s	s

References

The references used for this paper were the taped interviews with the staff persons from the national education associations noted in Appendix A. Also interviewed were Kansas Second District U.S. Congressman Jim Slattery, Education Liaison Susan Hatton for Kansas U.S. Senator Nancy Kassebaum, and Administrative Assistant James K. Wholey for Kansas U.S. Senator Robert Dole.

Assorted publications from the national associations noted in Appendix A were studied for background material.

SECTION TWO:

A Grass-Roots Advocacy Plan

for the

American Association for Adult and Continuing Education

AAACE Grass-Roots Advocacy Plan

Persons responsible for planning a program of AAACE grass-roots advocacy will want to consider the following:

1. the mission statements of AAACE and the objectives as they relate to the Legislative Service Unit, its Committee, and national policy and federal legislative issues,

2. building a network of AAACE members from the seven Divisions who are interested in the governmental relations aspects of their Division,

3. designating one member from each Division to be a member of the Legislative Service Unit Committee,

4. provide for the Legislative Service Unit Committee to be a sounding board for the AAACE Staff responsible for Governmental Relations,

5. ask the Chairman/woman of the Legislative Service Unit Committee to provide a report for each Board of Directors Meeting, (this report prepared in cooperation with staff)

6. ask each member of the Legislative Service Unit Committee to make a report and/or have a presentation at Division meetings and regional meetings,

7. provide for a Governmental Relations presentation at the AAACE Annual Conference,

8. prepare position papers concerning national policy and federal legislative issues for distribution to the membership,

9. encourage regional groups to establish their own governmental relations networks for state and province legislative issues, understanding that it is impossible for the national association to cover and know the state and province issues as well as the state and province associations,

10. determine a way to communicate "action-alert" requests to the membership,

11. Establish a list of people who have the ability, knowledge, and are willing to give testimony before agencies and Congress,

12. encourage grass-roots lobbying efforts with Congressional Delegations in their home districts,

13. prepare for member distribution an AAACE Governmental Relations Publication

14. seek an increased budget from the AAACE Board of Directors and a committment to advocacy in the area of governmental relations.

SECTION THREE:

AAACE"s

Governmental Relations Publication Content Outline

AAACE Governmental Relations Publication

Those persons responsible for the creation of a AAACE Governmental Relations Publication will want to consider the following categories of information:

1. A letter from the AAACE President and Executive Director that speaks to the issue of AAACE, the need for Grass-roots advocacy, and who may participate,

2. The newly adopted mission statement of AAACE and the objectives that refer to Governmental Relations,

3. The Legislative Service Unit Committee's role with the Board of Directors, and who may participate on the committee,

4. A list of names of the Legislative Service Unit Committee and its Chairman/woman,

5. An explanation of the federal legislative process,

6. Lobbying instructions,

7. Glossary of legislative terms,

8. A brief history of AAACE.

SECTION FOUR:

Governmental Relations Presentation Content Outline

for presentation

at

The 1991 Annual Conference

of the

American Association for Adult and Continuing Education

Montreal, Canada

Governmental Relations Presentation Outline for the AAACE Annual Conference, in Montreal Quebec, October 17, 1991 at 7:00 p.m.

Those persons responsible for the Governmental Relations Presentation and the AAACE Annual Conference will want to consider the following components:

1. AAACE Governmental Relations history and background,
2. The relationship of what AAAACE's activities have been and what other national associations are doing,
3. The work of the Legislative Service Unit Committee,
4. Governmental Relations plans for the future,
5. Grass-Roots participation,
6. Distribution of the Governmental Relations Publication.